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Ce guide pédagogique propose un ensemble d'activités pour les jeunes de 16 à 18 ans autour de la publicité. La démarche adoptée permet à l'élève d'identifier à l'aide d'un questionnaire, l'impact de la publicité dans la vie quotidienne, d'observer les techniques publicitaires, de lire la documentation produite par l'Office de la protection du consommateur du Québec et de prendre connaissance du fonctionnement des annonces classées.

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QUÉBEC SCHOOLS

Meeting Individual Needs

INDIVIDUALIZED PATHS FOR LEARNING STUDENTS AGED 16-18

ADVERTISING

Québec

INDIVIDUALIZED PATHS FOR LEARNING STUDENTS AGED 16-18

ADVERTISING

Direction générale des programmes
Direction de l'adaptation scolaire et des services complémentaires

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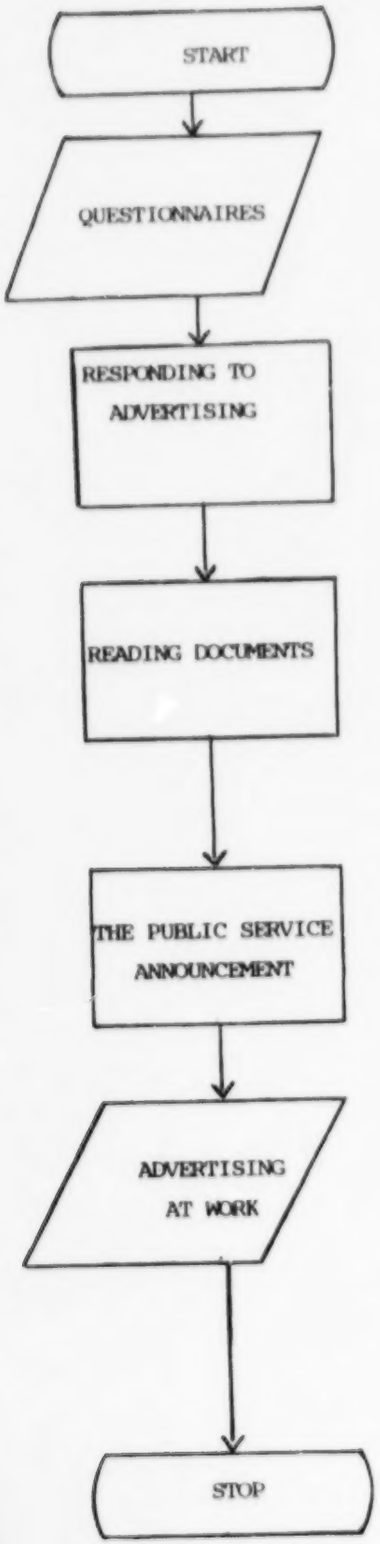


. Preliminary Activity
. Exploration of the Topic

. Explore
. Respond
. Evaluate

. Read
. Respond
. Compare
. Explore

. Explore
. Create

. Compose/Write
. Edit/Polish
. Perform

QUESTIONNAIRES

Intermediate Objectives

The student will identify his importance as a consumer by responding to a questionnaire.

The student will examine and evaluate, in a group of his peers, the impact of advertising on our everyday life.

Part I - Teacher Information

The following questionnaires are designed to link students' personal experiences with the topic that is about to be discussed and explored. All students will have had some experience with advertising. The questionnaires should focus their attention on themselves, as consumers, and also as watchdogs in a society where advertising is extremely seductive.

1. Hand out the questionnaire on the following page. Students should do this work alone, taking time to think seriously about their answers.

2. After they have completed the individual work, students should work in pairs to discuss their answers. Questions 5, 8, 9 and 10 are particularly important.

3. Discussion as a class may follow to include, especially, responses to the questions numbered above. Students may be led to ask themselves whether they are generally pleased or disappointed with their purchases. Do they see themselves as "smart" consumers? Do they see themselves as victims?

4. Students should arrive at the understanding that they are an important consumer group and, as such, need to pay close attention to advertising.

Part I - Student Information

1. How much spending money do you usually have? per week or per month?
2. What items must you buy regularly with this money? (e.g. bus pass, lunch, gas, etc.)
3. After the necessities have been bought, how much money is left for you to buy extra, fun items?
4. List the items that you buy with this money (#3) (e.g. magazines, movies, meals out, clothes).
5. When you go to a movie, what helps you decide which movie?
6. When you buy clothes, what is most important to you? Price, style, name, quality, other?
7. Do you save for large purchases, e.g. a bike? If so, how? How do you decide what brand of an item to buy?
8. Are you usually satisfied with your purchases?
9. If you are not, what do you usually do about it? Do you ever think that advertising misled you?
10. Do you feel something can be done for dissatisfied shoppers? If so, what?

Part II - Teacher Information

1. Students should work in groups of three or four for this activity.

2. As a group they must elect a recorder to present the group findings to the class.

3. The groups answer all five questions of the questionnaire on the following page, reaching a group consensus for each question.

4. The recorder presents the group's work to the class.

5. The teacher should collate all the information and determine the main findings.

6. Class discussion should follow: The teacher should help the class to arrive at the understanding that:

    . Ads we remember are the good ones - what factors make us like them?
    . We are bombarded by advertising.
    . Ads can be seductive, but also straightforward and informative - ads serve a purpose.

    Class discussion has included all the ideas that will be presented in the unit. Some final questions for class discussion - What do students think about advertising - What does it appeal to? What does it do? How does it work?

    Possible responses:

    . incites us to buy
    . provides helpful advice
    . appeals to our dissatisfactions - leads us to believe we can be better/different.
    . _____
    . _____

Part II - Student Information

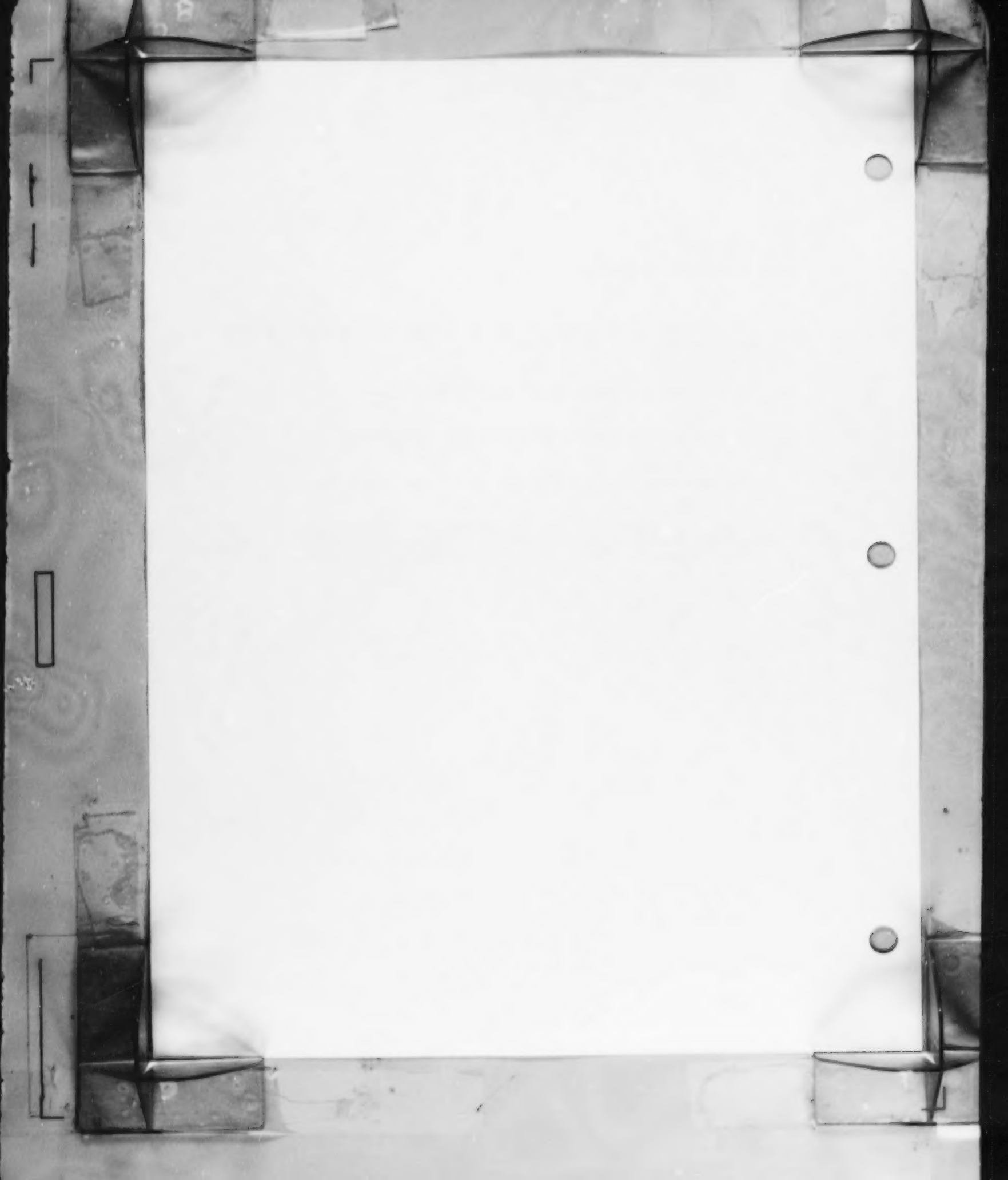
1. How many advertising slogans or jingles (songs) can you remember? List them. Why do you remember them?

2. List your favorite ads. Why do you like them?

3. List your <u>least</u> favorite ads. Why do you dislike them?

4. List the places where you frequently see or hear advertising.

5. If you were advertising a new product such as a greatly improved car or something really new in hair care (an anti-baldness medicine) what would be the advantages of advertising? Would there be any disadvantages?



RESPONDING TO ADVERTISING

Intermediate Objectives

The student will compile and examine ads from different media, focussing on a single target product.

The student will respond to the ads, using a prescribed format of guided "reading".

The student will explore and evaluate advertising techniques.

RESPONDING TO ADVERTISING

Part I - Teacher Information

Students should be encouraged to bring in magazines and newspapers or skim them at home and bring in the ads. The more advertising materials you have on hand, the better.

1. Let students work through Part 1. When they have completed it, compile answers to question #3 and put them on the blackboard/overhead. The more obvious advertising techniques should have been discussed.

2. Give students the handout entitled ADVERTISING TECHNIQUES on page 14. How do their answers compare? Review the techniques and try to find examples of others that have not been discussed.
   E.g. quoting figures - 40% said "maybe" - what did the other 60% say?

Part I - Student Information

1. Choose a product that you are interested in purchasing from the following list.

   . motorcycle
   . car
   . running shoes
   . clothing - jeans, etc.
   . hair product - mousse, gel, spray, shampoo, conditioner, etc.
   . vacation
   . skin care product - acne medication, cleanser, moisturizer, etc.
   . home entertainment - T.V., radio, stereo, V.C.R., etc.
   . musical instrument
   . other

2. Skimming as many newspapers and magazines as possible, find a variety of different ads for your product. You may also use T.V. or radio commercials, but you need to be able to remember them very well! Compare your ads, using the following guidelines:

   . Which ad actually gives you the most information about your product?
   . Did any ad tell you something you didn't already know?
   . Which ad do you prefer? Why?
   . How did the ad catch your attention in the first place?
   . Do you feel the ads are telling the truth? Why or why not?
   . If you were purchasing this product, which brand would you choose? Why?

3. Advertisers are very smart! They create ads to amuse us, entice us, win us over, in the hopes that we will buy their product.

   Working with a partner, study your ads and discuss the questions you've just answered. Make a list of ways in which advertisers try to win us over.

ADVERTISING TECHNIQUES[1]

1. A "floating" comparative: (i.e., "For better results, try Dingo!" ... but no one says what the results are better than.)

2. Implied uniqueness: (i.e., "There is no other... quite like ours.")

3. Pleasant association: (i.e., A slogan that associates the product with a pleasant experience that has little or nothing to do with the product.)

4. Appeals to vanity: (i.e., Associating a product's use with people who are famous, powerful, admired, envied, cultured, trend-setting, etc.)

5. Intimidation: (i.e., Implying or stating that a person who does not possess a product or service is at a distinct disadvantage.)

6. "Fantastical" associations: (i.e., Associating a product with magical creatures or certain animals.)

7. Testimonials: (i.e., Endorsements of products by people whose word the public may trust, although there is no direct reason why the endorser would be particularly knowledgeable about that type of product.)

8. Informing: (i.e., Presenting information about a product or service in a positive but straightforward manner.)

9. Others: If a verbal selling technique does not fall into one of the categories above, give an example of the technique and attempt to explain how it tries to promote its product or service.

1 "Talking Means..."
Gouvernement du Québec, Ministère de l'Éducation, 1985

READING DOCUMENTS

Intermediate Objectives

The student will explore written materials distributed by the Office de la protection du consommateur, using practiced skills to investigate vocabulary.

The student will examine the use and meaning of common sayings and expressions. The student will create similar sayings and expressions.

READING DOCUMENTS

Part I and II - Teacher Information

This is the crux of the unit. What exactly are our rights as consumers? The articles Consumer protection: make it work for you and Business Practices: appearances can be deceiving will help to answer these questions.

As always, vocabulary is important. The laws contain difficult words that are important to their understanding.

Work can be done with a partner, and then presented to the class and discussed as a group.

Depending on students' backgrounds the use of proverbs might be very foreign. Students may not be at all successful in creating their own proverbs. In that case, perhaps they could work in groups of 3 or 4, with the class coming together as one large group to fill in any gaps.

Part I - Student Information

Work with a partner

1. Read Business Practices: appearances can be deceiving, on page 20. Underline any words that you find difficult. Remember, words are not a part of your vocabulary if you are not sure what they mean, or cannot use them correctly.
   Find the following words in the text: labyrinth, prohibits, mandatory, unsolicited.

   Did you underline them? Why did you have a problem with them?

   Context clues are other words in a sentence, that you know, that give you an idea of what an unfamiliar word means.

   Go back to the text to find context clues to help you write a synonym, a word or phrase that means almost the same thing, for each word. (This sentence has a huge context clue for synonym. Underline it.)

   Labyrinth: _____

   Prohibits: _____

   Mandatory: _____

   Unsolicited: _____

   This text is a part of the New Consumer Protection Act put out by the Office de la protection du consommateur, of the Quebec Government. Why do you think it was necessary? Have you ever been tricked by an ad? How? When?

If you would like more information on the New Consumer Protection Act, contact:

Gouvernement du Québec
Office de la protection du consommateur
2020, rue Université
MONTRÉAL (Québec)
H3A 2A5

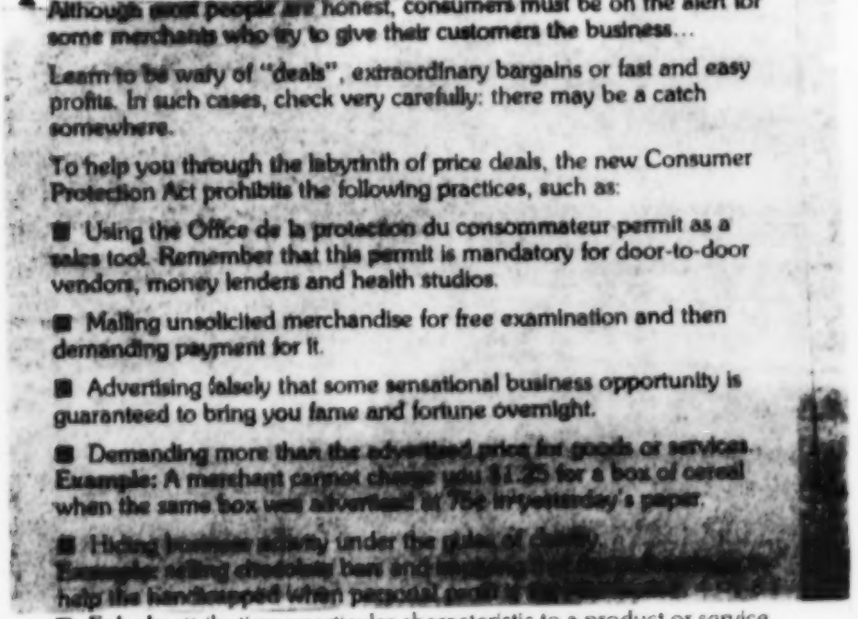
Business practices: appearances can be deceiving

Although most people are honest, consumers must be on the alert for some merchants who try to give their customers the business...

Learn to be wary of "deals", extraordinary bargains or fast and easy profits. In such cases, check very carefully: there may be a catch somewhere.

To help you through the labyrinth of price deals, the new Consumer Protection Act prohibits the following practices, such as:

- Using the Office de la protection du consommateur permit as a sales tool. Remember that this permit is mandatory for door-to-door vendors, money lenders and health studios.
- Mailing unsolicited merchandise for free examination and then demanding payment for it.
- Advertising falsely that some sensational business opportunity is guaranteed to bring you fame and fortune overnight.
- Demanding more than the advertised price for goods or services. **Example:** A merchant cannot charge you $1.25 for a box of cereal when the same box was advertised at 75¢ in yesterday's paper.
- Hiding business activity under the guise of charity. **Example:** selling chocolate bars and keeping the profits when the money is supposed to help the handicapped when personal profit is the [illegible]



- **Falsely** attributing a particular characteristic to a product or service. **Example:** One cannot claim that a glue will bond everything when it actually does not bond metal.
- Falsely advertising a price cut or suggesting that the price of a product or service is advantageous. **Example:** One cannot lead customers to believe that fur coats are on sale at 50% off the regular price when it is actually reduced by only 20%.

Some of your responsibilities:

- ☐ take all transactions seriously to protect your interests;
- ☐ weigh the pros and cons of any deal and do not settle for only the information contained in the ads;
- ☐ check the store's reputation;
- ☐ don't look for easy profits, Santa Claus comes but once a year... and then only for kids!

(Reproduced with permission from the Office de la protection du consommateur)

Part II - Student Information

1. Read Advertising: take it with a grain of salt, on page 23. Underline difficult words and then decipher their meanings, using context clues and the dictionary.

2. Working with a partner, give three examples of illegal advertising that you might see.
   E.g.: A small grocery store has a huge sign outside that says "Paper towels - 0,89 $!!! When you go in to buy some, they have none left and the manager refuses to give you a raincheck. (A raincheck is a promise that you will receive an item at the special price, even if the sale is over.)

3. The title of this article is a warning to you, the reader, to be careful about advertising. Knowing this and having read the article, what do you think the expression "take it with a grain of salt" means?

4. Proverbs or popular expressions are often used as warnings or lessons. On pages 24 & 25 are 20 such expressions. How many have you heard before? How many do you understand and can translate into modern English? Do you know any other sayings or expressions that have not been listed? Where do you know them from?

5. Make up a saying that acts as a warning or lesson about one or more of the following:

   . love
   . friendship
   . school
   . fun
   . swearing
   . your choice

   Step 1 - Do you want to say something good or bad about your subject?

   e.g. Love - Watch out! It's a killer or it brings out the best in everyone.

Step 2 - Choose an animal or something from nature to compare your subject to.

e.g.: Friendship is strong and enduring and can be compared to a giant fir tree.

OR

Friendship is fragile and must be treated with care and can be compared to a robin's egg.

This kind of comparison is called an analogy.

Step 3 - Experiment with your saying. Try it out on friends. Do they know what it means?

e.g.(s): i. As the frog turns into the prince, so the cabbage turns into the frog (love).
ii. The garbage disposal will eat many silver spoons (friendship).
iii. Not all that is bitter is poison (school).
iv. The male bee is but a "drone", working all his short life (fun).
v. The donkey is most noteworthy for his braying (swearing).

Advertising: take it with a grain of salt

[illegible] around, advertising that informs and helps [illegible] choices. Unfortunately, there is also advertising that [illegible] helps and distorts reality through outright lies or [illegible]. These are some of the abuses which the new Consumer Protection Act aims at eliminating.

Here are some of the Act's provisions on advertising. It is now prohibited to:

- advertise a product far and wide when there is not sufficient stock to meet the demand, unless the ad mentions the available quantity;
- persuade consumers to buy merchandise by mentioning how easy it is to buy on credit;
- make false statements about the existence, scope or duration of a warranty;
- put more emphasis on a premium than on the goods or services it accompanies;
- charge more than the advertised price;
- advertise the exchange or acceptance of a Québec or Canadian government cheque in payment of a purchase.

Advertising intended for children

Advertising intended for children under 13 years of age is now prohibited. However, educational advertising is permitted, as are ads in children's magazines or ads to announce children's programs or shows. Naturally, the new Act allows advertising in store windows, on display shelves, on packaging and labels as well as advertising for children's products aimed at adults.

Some of your responsibilities:

- ☐ be sure that you really need a product or service before buying it;
- ☐ shop and compare before making your final choice;
- ☐ choose quality over appearance;
- ☐ watch what your children watch and teach them to be discerning.

(Reproduced with permission from the OPC)

	HAVE YOU HEARD THIS BEFORE?	
	YES	NO
1. Don't count your chickens before they hatch. Translation:		
2. There's no use crying over spilt milk. Translation:		
3. A bird in the hand is worth two in the bush. Translation:		
4. Look before you leap. Translation:		
5. Never look a gift horse in the mouth. Translation:		
6. You can't make a silk purse out of a sow's ear. Translation:		
7. If the shoe fits, wear it. Translation:		
8. You can lead a horse to water, but you can't make him drink. Translation:		
9. Let sleeping dogs lie. Translation:		
10. A fool and his money are soon parted. Translation:		
11. He who laughs last, laughs best. Translation:		
12. Curiosity killed the cat. Translation:		
13. A rose between two thorns... Translation:		
14. Still waters run deep. Translation:		
15. All that glitters is not gold. Translation:		

HAVE YOU HEARD THIS BEFORE?

YES	NO

16. Great minds think alike, but fools seldom differ.
    Translation:

17. Count your lucky stars...
    Translation:

18. There is none so blind as he who will not see.
    Translation:

19. The grass is always greener on the other side.
    Translation:

20. Out of sight, out of mind.
    Translation:

THE PUBLIC SERVICE ANNOUNCEMENT

Intermediate Objectives

The student will read an advertisement, exploring the hierarchy of information.

The student will identify the presence of tone in advertising.

The student will create a personal logo, after examining recognized commercial logos.

The student will create a public service announcement presenting a real service as examined in a newspaper article.

PUBLIC SERVICE ANNOUNCEMENTS

Part I and II - Teacher Information

Advertisements do have their positive side! Some advertising campaigns such as the controversial safe sex campaign are intended to give the audience useful information in an appealing format. These types of ads are called public service announcements.

The idea of tone is very important. Many commercials and ads are flippant and humourous. Serious information-giving ads are usually serious, but must continue to be appealing.

Class logos can be drawn and displayed in the classroom. Students can be encouraged to sign their name, using their logo only, making it part of their identity.

Peer counselling ads could be circulated in the school and students could invite feedback about their effectiveness. In other words, students are conducting a "fake" advertising campaign.

If a peer counselling service is in place already, students could advertise the specifics. If not, maybe it would be a popular option.

Part I - Student Information

Not all advertisements are created to incite the reader to buy and spend. Some ads are there to inform the reader. Readers, however, must be encouraged to take in the information, not just flip the page. If this happens, the ad is worthless.

1. Look at the ad on page 32. Does it interest you? What are some of the elements that are interesting? (e.g.: the picture, the title)

2. Does this ad tell you something you didn't already know? What?

3. Do you believe this ad? Why? What is the emotion or mood of the ad? Its tone is _____.

4. Identify the title. How does it play with words?

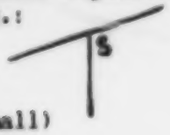
5. Identify the subtitle. How can you identify it? What purpose does it serve?

6. Who sponsored this ad? How do you know? What symbol is used to identify the sponsor?

   This symbol is called a LOGO.

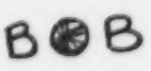
   Can you identify the logo of: McDonald's, Levis, The Olympics, Adidas Polo or Lacoste, Harley Davidson

7. Design a logo for your name. It should be easily identifiable and somehow represent you.
   E.g.:



(Tom Small)

(John who always wears glasses)



(Bob loves bikes)

(Sue, tall and thin)

Drugs:
a one way trip...
Travel carefully. Don't join other Canadians in prisons abroad.
Using or transporting drugs abroad carries serious penalties including the death sentence. Even if you are travelling with others who are carrying drugs you can be found guilty by association.
The Canadian government cannot intervene in a foreign legal process. It can only try to ensure that you get the same treatment as local residents. So, travel carefully. Please.
La drogue:
un voyage sans retour...
N'emportez pas de drogue dans vos bagages. N'allez pas rejoindre vos compatriotes qui moisissent dans des prisons étrangères.
Dans certains pays, le trafic de drogue est passible de la peine de mort. Si vous êtes pris en compagnie d'autres personnes qui transportent de la drogue, vous risquez d'être condamné pour complicité.
Quand vous êtes pris dans l'engrenage judiciaire d'un pays étranger, le gouvernement du Canada a les mains liées. Tout ce qu'il peut faire pour vous, c'est de veiller à ce que vous soyez traité comme un citoyen de ce pays. Alors, pour l'amour du ciel, ne faites pas de folie quand vous voyagez.
External Affairs Canada
Affaires extérieures Canada
Canada

Part II - Student Information

1. Read the article entitled We're your average teenagers... here to help solve problems, on page 34.

2. The students featured in this article are offering a special service. Peer counselling has some very particular features. What are they?

3. Design a display ad to be handed out at school to advertise a peer counselling service. The tone is very important, you are appealing to students who may need help, therefore it is a serious ad, not a humourous one.

   Be sure to include all the details needed for students to get involved with peer counsellors. Remember, catching the reader's attention is very important. If you don't, the ad is pointless.

'We're your average teenagers . . . here to help solve problems'

By SUSAN SCHWARTZ
of The Gazette

CONVERSATION

The world is full of grownups giving advice to adolescents. But at the CLSC Métro's Westmount branch, 20 senior high-school students have been trained to help other students solve their own problems.

These peer counsellors, as they are called, do not give advice. Their role is to listen and talk with those who come in to discuss their problems and feelings. Any adolescent may make an appointment by calling 934-0354, local 252.

Peer counsellor Debra Israel, a Grade 10 student at St. George's School, spoke to *The Gazette*.

If a girl came in and said her boyfriend was pressuring her to go to bed with him, how would you handle it?

I think the most important thing is that it's your decision, no matter what anyone says. My theory is that if any guy threatens to break up with you for not doing something, he's not worth it. Someone who can't respect what I want or what I feel is not going to be the person who I spend time with.

Why be a peer counsellor?

First of all, I enjoy helping other people. And it helps us to deal with our own problems and friends.

The day after the peer-counselling training session finished, one of my friends called me. He had just broken up with his girlfriend and he was really confused. But we were able to sort out the good parts and the bad parts and he ended up saying that it was better off that they stay broken up.

Part of the peer counselling is that we try and identify the problem and find all the possible solutions and let the person with the problem choose whichever one is most appropriate.

Don't you have to keep yourself from saying: 'Here's what I think you should do'?

It is sometimes very tough to sit there and keep yourself from saying: 'Don't you see what to do'? I want to just tell them: 'What you are doing is wrong!'

But the way I look at peer counselling is, the best part the clients can get out of it is that the next time the same problem crops up they will be able to handle it by themselves.

It is important to keep in mind while you are peer-counselling that you are two different people.

I might think: 'Why does this bother you? It is a nothing problem,' but to someone who can't solve it, it's a drastic problem.

You're 16. What problems do you have at home?

Talking on the phone too much is a definite one between me and my father. I think I've gone through a lot with friends — friends who have wanted to commit suicide to friends who have had trouble with relationships to sibling quarrels, although I have not had those problems. My brother and I are very close; I have to say we've dealt with problems pretty well in my family.

You work with kids from elementary through high school. Who has it toughest?

I think the kids who have the most difficulties are those in Grade 7, because it's such a transition from elementary to high school.

You turn 13 in your first year of high school. You're the babies in the school, you're reaching puberty, you're going through maturity; plus you've got all this added pressure of the school.

What seem to be the major problems among your peers?

I'd say family problems, mostly kids wanting more responsibility than their parents want to allow and parents not wanting to let go.

A lot of kids want to move out — although I don't think they would because they realize they can't survive. Curfews are a very important thing. The driver's licence is a major thing at 16.

If a teenager told you, 'I can't stand going home; I can't talk to my parents,' what would you say?

I think there can be compromises made, as soon as a family sits down to talk. I think that's what I would suggest to almost anybody, unless there were a major, major crisis.

Do you think kids will come and talk to you where they might not seek professional help?

I think they will. We're going around to schools to advertise it, saying 'Look at us; we're your average teenagers; we're here to help you sort your own problems.'

I don't want them to think we're superior to them, that it's a psychiatrist sitting behind a desk. It's the opposite. It's very relaxed. If they want to sit on the floor, they sit on the floor. We eat cookies. And we're also peers.

(Reproduced with permission from The Gazette)

ADVERTISING AT WORK

Intermediate Objectives

The student will examine the format of classified ads as a viable advertising technique and following a prescribed format, will create three.

The student will employ advertising techniques in the creation of a display ad.

The student will evaluate current advertising items.

ADVERTISING AT WORK

Part I - Teacher Information

If students are going to be involved personally in advertising in their future lives, chances are it will be with the classified ads in a newspaper. The classified ads offer a place where anyone can buy or sell just about anything, and advertise at a reasonable price.

The Saturday Gazette has a huge assortment of classified ads to peruse. An examination of the ads should show students the set up, the organization and the presentation of classified ads. They should be introduced to the index and go through various sections.

The Gazette charges 0,90 $ per word per day for a classified ad if you run the ad for one day. The longer you run it, the cheaper it is - long term ads cost 0,25 $ per word per day.

With this in mind, students must be introduced to the need for clear, concise language, language that is to the point and provides adequate information.

Advertising technique is also important. If there are fifty apartments to rent, why should a reader notice your ad above others?

Part I - Student Information

1. Carefully read the classified advertisements numbered 1-5, on page 39. A newspaper automatically capitalizes the first word of a classified ad in bold print. Why do you think the writer chose the words he did to begin his ads?

2. In ad (6), what word catches the reader's attention?

3 Ad (7) is for a hot-dog cooker. Ad (8) is for a guitar lesson. Other than the obvious, what is the difference in what is being sold?

4 Do you understand ad (9)? Why do you think the writer was so mysterious?

5 The two men in ad (10) say they have Clark Kent personalities. Use two words to describe them. Why do you think they chose to describe themselves this way?

6. List three features of the classified ad.

7. You are going to write three classified ads. In the first one, you are trying either to buy or sell an item (e.g.: car, bike, spaceship, tuxedo, washing machine, puppy, hamster, elephant, real hair, house, pet rock, etc. (Use your imagination!).

   Remember that: Each word costs 0,90$, therefore your ad must be short but still include everything. You should try to have something that makes your ad stand out, something that makes it different from the others.

8. In the second ad, you are trying to either buy or sell a service (e.g.: babysitting, window washing, hair styling, dance lessons, juggling lessons, skate boarding lessons, etc. (Use your imagination!)

   Remember the same things as in number 7.

   In ads 1 and 2, you may be as imaginative and creative as you want with your ad, both the service and the product.

9. You are advertising in the Companions section. Describe yourself and what you are looking for in a companion. This ad must be realistic. There is no point in lying; the person will meet you eventually. You may, however, "play with the truth". An example - just because you wear glasses, there is no need to mention it! Leave it out! Omit it! Try to make your ads look as authentic as possible using headings, rulings and the department number.

CLASSIFIED

REAL ESTATE 100

LUXURIOUS condo, facing mountain 3,3000 sq.ft., 3 bedrooms, garage call 671-1414 (1)

DESIRABLE location, bright, spacious 3 1/2, 1410 Crescent, 342-9191 (2)

PRESTIGEOUS building on Ridge-wood, clean, quiet. 937-9864 (3)

CLEAN triplex. Revenue $16,200. Call after 5. 458-0843 (4)

BEAUTIFUL old house and garden. $189,800. 654-9243 (5)

FREE RENT - 6 months
1112 Biscayne #1
FREE RENT - 2 months
1412 Brown #4 (6)

SERVICES 700

ALMOST new Dogeroo hotdog cooker, very compact. Price $800. Also capuccino and espresso machine. Call 459-3587 (7)

FREE guitar lessons - take a free lesson and see why we are the best. 486-9855 (8)

A bag of gold dollars for everything in your home. 444-0985 (9)

COMPANIONS 780

TWO young men, mild mannered and intelligent looking to change our Clark Kent personalities. Dept. 702 (10)

MISCELLANEOUS 999

YOUNG man has large 4 1/2 to share with same. 544-8463

ARMY collector, buys war souvenirs, metals, uniforms, firearms, etc. 458-8876

WALLPAPER, European work experience. Best prices. Hans 874-9867

SINGLE male, non-smoker, 34, 5'6'', enjoys life, nature, skiing,would like to meet single female, fun-loving and athletic, to do things together and develop everlasting relationship. Dept. 4,

MRS. Tia, God gifted spiritualist psychic reader and adviser. Removes all evil influences. 999-9765

CHINA PINK seeks female guitar player for working top 40 band, in town and weekends. 987-4536

A bus trip to Virginia Beach, Saturday March 6. Shopping and sight seeing.

PROBLEMS with your tropical plants? Call the Plant Specialist. A true green thumb. 887-5483

DELIVERY person with car wanted for fast food restaurant. Must work evenings and weekends. 732-9756

Part II - Teacher Information

The focus of the unit has been to make students familiar with the techniques that are being used in advertising. By being more aware of their power as consumers and the power of advertising, they will be better protected and less likely to make purchasing mistakes. A true test, then, of whether they have fully understood all the subtleties of advertising can be two-pronged. The student should be able to produce a display ad, perhaps not exhibiting the special talents that are necessary in advertising, but demonstrating a knowledge of advertising techniques. By working in a team or with a partner, the students are modelling the work style of ad agencies. They can pool their resources, combining drawing and composing talents to produce their ad.

Another test of a student's understanding of advertising techniques would, of course, be to use ads for what they are intended: shopping! By reading ads discriminatingly and following up on research, they should be able to make the best purchase possible. They will be good, well-trained consumers!

Students, therefore, can do one of the five choices for their final production, or if time allows and the teacher is willing, they can complete one assignment chosen from number 1, 2 or 3 and another assignment, chosen from number 4 or 5.

Part II - Student Information

1. Create a product, existing in any time. It can be a product for now (e.g.: a new type of running shoe), the future (e.g.: a cigarette that improves your health) or the past (e.g.: man's very first piece of clothing, ever!)

   Design a display ad for your product that includes: the name, price and any other vital information about your product. The ad must have both text (copy) and a design, logo or picture. You may do everything free-hand or use the cut and paste method.

   Work alone, or with a partner.

   OR

2. Write and act out for the class a T.V. commercial advertising one of the products listed in #1.

   Work with a partner or in a group of 3 or 4.

   OR

3. Write and tape a radio commercial advertising one of the products in number 1. You must have voice and sound effects and/or music.

   Work with a partner or in a group of 3 or 4.

4. You and a partner are setting up house.

   You must purchase at least the following items.

Linens:	towels sheets glasses blankets pillows dish cloths tea towels	Housewares:	cutlery table ware/glasses pots and pans kettle toaster cooking utensils mixing bowls, etc.
Appliances:	refrigerator stove washer dryer	Furniture:	bed tables chairs couch T.V. stereo radio kitchen table & chairs

   Anything else?

Find ads for all these products. Get purchase price information on values, warranties. Use the classified ads to look for second hand items.

You may spend 8 000 $.

OR

5. You need to buy an entire new wardrobe. It must include:

   clothes for work, week-end, dress-up
   shoes
   underwear
   outerwear
   nightwear
   accessories (belts, scarves, socks, etc.)

   Follow the same instructions as in #4.

   You may spend 1 200 $.

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